

from the purely solitary playing out of phantasies which literally ignores the presence of other people, as when Tommy would sit on a high stone pedestal, "being" an engine and making "engine noises", quite withdrawn from the rest of the group ; or when Martin made a "lovely" railway train of the colour tablets by himself in a corner. Such purely solitary play characterises chiefly the very young children—two and three years of age ; but was rarely seen among the older ones if other children were about, although of course it would occur if only adults were present with, say, a four-year-old. A great deal of the children's behaviour was naturally of a marginal kind, showing strands of true egocentrism interwoven with a limited but genuine appreciation of the point of view of playmates, and with the recognition of independent but complementary roles in co-operative play.

The essence of the true egocentric attitude (as I understand it) is that it involves a recognition of the *presence* of other children, but not of their personalities or independent purposes. The one child needs and uses the other for his own satisfaction. Two main characteristics can be seen to mark these egocentric situations : (a) Domination by pure fantasy of the form and aim of the joint play; and (6) the limitation of the other person's part to a minimal role. The other person is, indeed, nothing more than a pivot upon which the active player's fantasy can turn/

This is clearly seen in the first incident quoted. "Christopher asked for the 'shopping'; he made a 'bed' in his shop and went to sleep. Mrs. I. was supposed to go to the shop, wait for some time, and waken him by knocking!"

"Shopping" was a favourite game with many of the children, and took various forms. On many

occasions, it
would by no means deserve to be called
egocentric, since it
was a truly co-operative game with well-defined
roles of
shopman and buyer, each active and
complementary;
much real counting and reckoning of prices
and change,
and wrapping and delivering of parcels. That
is to say,
there was a considerable element of reality
in the play,
even though it was make-believe; and there
was a real
differentiation of equally important parts
among the players
(with, of course, always a prejudice in favour
of being the
seller rather than the buyer). But in this
particular example
of the shopping game, both these elements—
reciprocity of